

FOREWORD

Reidsville, N.C. City Schools

The primary reading program; listening, speaking, reading, writing

The principals and teachers of the Reidsville City Schools are to be congratulated upon their systematic and cooperative efforts in the development of the Reading Program. The result has been continuous growth and improvement in the teaching of reading. The selection and use of materials have improved on a parallel with the improvement of the teaching procedures. This study and this evaluation of our reading activities have brought us to a point of parting from the traditional, and we are now ready to follow the Primary School Reading Program which has gradually been developed. If we properly execute this program, we will be more able to meet the needs of the individual student.

It is recommended that every teacher make a careful study of the purposes, objectives, and the program as a whole, as presented in the following pages. A complete understanding of the Primary Reading Program by every teacher is necessary in order to afford each student the opportunity to develop according to his interest, capacity, and ability.

The key to the success of this undertaking is the teacher and her willingness to follow the program as outlined. It will be necessary for us to continue to study, to evaluate, and to work cooperatively for continued improvement.

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Superintendent of Schools

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REIDSVILLE CITY SCHOOLS PRIMARY READING PROGRAM

The organization for curriculum study of reading in the Reidsville City Schools was begun in the fall of 1956. A Steering Committee composed of the superintendent, principals and supervisor made plans for evaluation and reorganization of the reading program. The Steering Committee, teachers, and parents participated in studies and lectures by reading consultants and specialists for the next two years. During this two year period, considerable time and effort were placed on the evaluation of present methods, and study of materials for teaching reading and how they may be used most profitably by our teachers and children.

In the fall of 1958, a Curriculum Study Committee was formed for the purpose of collecting data and results of the reading study, and to formalize a reading program that would best fit the needs of the children of the Reidsville City Schools. This committee was composed of at least two teacher representatives from each school. Points of interest and importance were discussed and explained by these representatives at the faculty meetings of each respective school. The Reidsville City Schools Primary Reading Program is the results of ^{this} discussion and study.

It is the purpose of our primary reading program to provide a program in reading that will (1) develop each pupil's language abilities to the highest level of which he is capable (2) provide a program by which the information and skills leading to word mastery might be taught with continuity, consistency, and with objectivity, (3) provide a program in which instruction can be differentiated in terms of the needs, interests, and capacities of the learners.

The Objectives of our program are:

- (1) The personal and social development of the child.
- (2) The development of the child at a rate to insure scholastic success.
- (3) The development of desirable reading interests, tastes, attitudes, and habits.

The Reidsville City Schools Primary Reading Program is composed of eight reading levels. These levels begin with the readiness or pre-reading level and continue

in a systematic language growth pattern through the entire primary reading program. Each child progresses from one level to the next level at a rate equal to his capacity and accomplishments. The progress of each child is greatly dependent upon (1) the identification of his needs and being properly placed at his instructional reading level (2) proper teacher-directed reading activity at the child's instructional level (3) provisions for supplementary and enrichment reading at the proper independent reading level.

Instructional Reading Level

Each child is placed into our reading program at his instructional reading level. This is the level at which the child can function adequately with teacher guidance and, at the same time, meet enough challenge to stimulate further growth. On a pretest at this level, word recognition should be 95% accurate and comprehension at least 75%. At his instructional level the child should have freedom from tensions, finger pointing, and head movements; absence of any form of vocalization in silent reading; rhythmical oral reading in a conversational tone; accurate interpretation of punctuation; and ability to anticipate meaning.

The Directed Reading Activity

The reading activity of the child at his instructional level is dependent upon the teacher-directed reading activity. This activity employs materials at the predetermined level. It consists of (1) a pre-paratory period in which evaluation and development of readiness are handled and purposes established for reading, (2) silent reading of the material under the teacher's observation and guidance, (3) exchange of ideas to allow checking and development of comprehension and word recognition ability (4) silent and/or oral re-reading for purposes growing out of the original reading and discussion, (5) culminating and follow-up activities for improvement and solidification or extension of learning and interest.

Independent Reading Level

The materials employed at the instructional level of reading provides a controlled and systematic introduction of new words and skills for the development of the child in reading. It does not however, provide every child with enough opportunities for extending growth in the basic skills and ideas learned at the instructional levels. This need of the child is provided by independent or supplementary reading at the child's independent reading level. This is the level in which the child can function adequately with no help from the teacher. Word recognition should be 99% accurate, comprehension of all types should average at least 90%. The material the child reads at this independent level is pre-graded by the teacher in order for the child to read successfully independent.

DIFFERENCES IN READINESS FOR READING

A typical beginning class presents a multiplicity of problems for the teacher. The children may vary greatly in many different respects, in intelligence, socioeconomic status, interests, personalities, language abilities, experiences, social adjustment, and reactions to the teacher.

The following is a brief description of types of pupils admitted to schools for the first time as listed by Betts:¹

- (1) Those who have developed some ability to read simply written material. This ability may have been achieved with or without parental sanction or "pushing". Most of this group will probably have normal or above normal intelligence.
- (2) Those who have not learned to read but have the readiness for and the possibilities of satisfying certain needs through reading. These children may readily profit from systematic instruction in reading.
- (3) Those who have personality handicaps. This includes children who have not learned to play and work with other children of their own age, as well as the shy, the over aggressive, the self conscious, the bullying, etc.
- (4) Those with at least normal language development but with physical limitations. This group includes those pupils with visual difficulties, hearing impairments, glandular imbalances, nutritional deficiencies and the like.

- (5) Those with certain language readiness deficiencies. This group includes pupils with normal hearing but with undeveloped auditory discrimination and pupils with normal vision but with undeveloped visual discrimination.
- (6) Those characterized by general mental retardation, within a given classroom. Children can be expected to range from the mentally dull to those with superior intelligence. Some will learn rapidly and others may not learn to read at all during the first year, with a variety of learning rates between the slow and the fast.
- (7) Those with language handicaps. This category included children with defects such as stuttering, cleft palate, articulation difficulties, and the like, as well as those who have not learned to express themselves adequately through oral composition (delayed language development).
- (8) Those who have no notions about reading. This included children who for one reason or another have not created a desire to read.
- (9) Those who prefer to use the left hand of unimanual activities such as handwriting. In some cases, however; a clean cut right or left hand preference may not be indicated. It is generally agreed that a child should use the preferred hand for unimanual activities.

It is the desire of the Reidsville City School System to recognize the differences in children and to provide reading activities that will best meet the needs of each individual child.

APPRAISAL OF READINESS

Readiness for systematic reading instruction requires a considerable appraisal of the developmental status and needs of the whole child. No one reading readiness factor has proved to be an adequate basis for predicting individual success in reading activities.

There are many factors which, when present, make learning to read easy and profitable and, when absent, interfere with learning to read. These factors have been classified under the heading of mental development, physical development, and personal development.

The appraisal of Readiness factors for the study of the individual child begins in the spring previous to his fall enrollment. Information is accumulated for each

¹ Emmett A Betts, Foundations Of Reading Instructions
(New York: American Book Company, 1957), P. 111.

child from pre-school clinics, medical records, parental conferences, and from the child's visit to the school. A two or three week period at the beginning of school is also utilized for further study of the child. During this period the child is given a mental maturity test, a reading readiness test, a physical screening test, and an appraisal by teachers to decide whether the child has a good balance of readiness factors which will assure his success in the instructional reading program.

In TABLE I are some of the factors used in the appraisal of readiness of the beginning child by teachers, principals and other school personnel previous to placement in the reading program.

TABLE I
FACTORS USED IN APPRAISAL OF READINESS

*
Name _____ Date of Birth _____
Parents _____

I. Mental Readiness

P M A -	Raw Score	Mental Age	Quotient
V	_____	_____	_____
P	_____	_____	_____
Q	_____	_____	_____
M O	_____	_____	_____
S	_____	_____	_____
Total		_____	_____
Total Mental Age V.P.Q.		_____	
Reading Readiness -- Check one		_____	D. R.

* See attached sheet for interpretation of abbreviations in page 27

_____ P. R.
_____ P.N.R.
_____ D.N.R.

Row Peterson Readiness Test I

Raw Score _____

Reading Readiness Category -- check one

Score 56 - 70	_____ D. R.
39 - 55	_____ P. R.
21 - 38	_____ P.N.R.
Below 21	_____ D.N.R.

II. Physical Readiness

1. Does the physical examination by the family physician reveal good health?

Yes _____ No _____

Remarks _____

2. Vision Test Score R _____ L _____

Other Vision Defects _____

3. Hearing

_____ Satisfactory _____ Unsatisfactory

III. Personal Readiness

1. Can the child care for his personal needs, bathroom, eating, dressing?

Yes _____ No _____

2. Can the child follow simple direction?

Yes _____ No _____

3. Does the child cooperate with: Teacher YES _____ NO _____

Groups YES _____ NO _____

4. Is the child over-aggressive: YES _____ NO _____

5. Is the child retiring? YES _____ NO _____

6. Is crying a problem? YES _____ NO _____
7. Does he show interest in listening and oral language activities?
YES _____ NO _____
8. Is the child free of gross speech defects - Stuttering, Baby Talk, etc?
YES _____ NO _____
9. Unimanual Dominance
Right _____ Left _____ Both _____

IV. Summary

- | | | | | |
|-------------|-------------|-------------|----------------|----------------|
| 1. Mental | D. R. _____ | P. R. _____ | P. N. R. _____ | D. N. R. _____ |
| 2. Physical | D. R. _____ | P. R. _____ | P. N. R. _____ | D. N. R. _____ |
| 3. Personal | D. R. _____ | P. R. _____ | P. N. R. _____ | D. N. R. _____ |

DEVELOPMENT OF READINESS

Reading readiness should be thought of as a continuum, with every child possessing some degree of readiness. Readiness for instructions in reading does not imply a single factor but a proper balance of all the readiness factors. A child might be ready for one type of instructions in reading and not ready for another type. The task of developing children in all aspects of reading readiness is a difficult one because it not only involves the expertness of the teacher to determine the degree of readiness of the individual child but also involves her knowledge, methods, and skills in developing the child to a degree in which he is fully prepared to begin reading instruction. To complicate the problem further, some readiness factors, such as eye-ball development, memory span, etc, are largely determined by physical maturation.

The teacher of beginning children may plan and use a wide variety of experiences in developing readiness. All of the experiences provided are directed at the chief goal of preparing the child for reading. Listed below are some of the major goals of guidance of our reading readiness program.

- (1) To promote wholesome social adjustment in school situations.

- (2) To develop basic concepts essential to every day living, and therefore, to initial reading instruction.
- (3) To advance the child's comprehension and use of oral languages.
- (4) To stimulate an interest in reading.
- (5) To develop an awareness of the relationship between written language and personal experience.
- (6) To detect physical and emotional needs. ²

PRIMARY LEVEL OF READING

The Reidsville City Schools primary reading program consists of eight levels. These levels begin with the pre-reading or readiness level of the language development of the child and continues in a systematic language growth pattern through the entire primary program. Each level denotes a stage of maturity and of accomplishment in the child. Each child grows and progresses from one level of maturity towards a higher level of functioning. The basal and parallel books comprising each level are listed in sequential order in Tables IV and V. These materials present with continuity a controlled introduction of words and skills that provide an orderly program through the primary school.

The beginning school child should be expected to complete the primary program in three years, although for some it may take more time. The first two weeks of school for the beginning child are spent in an individual analysis of the child by testing, observation, and accumulation of factors that may be used by the teacher in predicting the child's success in the reading program. The child is not placed in the reading program until a study of these factors for each individual child has been completed. The two types of test given by the teacher are Primary Mental Abilities Test and Row, Peterson's Reading Readiness Test I. Research has shown that verbal-meaning, perception, and quantitative are the three most important factors for reading

² Emmett A. Betts, The ABC Language Arts Bulletin
(New York: American Book Company 1948) (4) Vol I. No. 4

ability in young children. The mental age scores on verbal-meaning, perception and quantitative factors may be used to predict the child's success in learning to read: Table II gives the general recommended Standards:

TABLE II
GENERAL STANDARDS FOR READING READINESS
PRIMARY MENTAL ABILITIES TEST - AGES 5-7

<u>Mental Age Scores</u> <u>On V, P, Q.</u>	<u>Reading Readiness</u>
Over 6 years, 9 months-----	Definitely ready
6-0 to 6-8-----	Probably ready
5-3 to 5-11-----	Probably not ready
Under 5-3-----	Definitely not ready

Table III gives the general recommended standard for Row Peterson Reading Readiness Test I.

TABLE III
RECOMMENDED STANDARDS FOR ROW, PETERSON
READING READINESS TEST I

<u>Raw Score</u>	<u>Reading Readiness</u>
56-70-----	Definitely Ready
39-55-----	Probably Ready
21-38-----	Probably not ready
Below 21-----	Definitely not ready

The mental abilities test is a test for measuring factors of mental ability only. Because so many variables enter into success in reading, the results should be interpreted in relation to other reading readiness factors.

The beginning children whose scores place them in the category *Definitely* ready to read," should begin in level II of the primary reading program. The children in group I

should be generally considered to be very teachable children and should continue in the primary reading program at a rate somewhat faster than the remaining groups of children. They should also be provided with an extended enrichment program through supplementary reading and other materials.

The remaining children are grouped in as probably ready to read, probably not ready to read, and definitely not ready to read. These children should be placed in groups with diagnostic readiness materials, such as the first eleven pages of Row Peterson's "Here We Go", a diagnostic reading readiness book or Scott Foresman's, "Before We Read". The teacher with the help of these materials can divide the remaining children into two further groups as follows:

Group II is composed of children that should, after the satisfactory completion of Here We Go or Before We Read, continue into level II materials. This group of children are considered to be average in their language maturity and should continue in the primary reading program at an average rate.

Group III is composed of children who scored unsatisfactorily in the diagnostic readiness materials and in other evaluative readiness factors. These children are considered to be immature in language development and should continue in Over The Wall or We Read More Pictures or We Read Pictures. This group of children should progress at a slower rate than the two preceding groups. At the completion of, Over The Wall or We Read More Pictures and We Read Pictures, the children should be given Row Peterson Readiness Test II. The children whose scores place them in the average group should begin at once Level II. These children should continue in the Primary Program at an average rate. Those children whose scores still place them in the low group should continue readiness work or begin in Level II and continue in the primary reading program at a slow rate program as outlined for immature groups in the Guide-books.

In the placement of the children in groups I, II, and III, the child's individual growth and maturity must be kept under consideration, and the grouping must be

Flexible enough to move the child into another group.

Tables IV and V list the basal and parallel books used at each instructional level of reading. Also listed beside each book is the total number of new words introduced.

TABLE IV
ROW PETERSON'S BASAL AND PARALLEL PRIMARY READERS

Level I	<u>Here We Go</u>	
Pre reading	<u>Over the Wall</u>	
Level II	<u>Skip Along</u> - 19	
Pre-primer	<u>Under the Sky</u> - 26	Parallel
	<u>Open the Door</u> - 21	<u>High On A Hill</u> - 11
Level III	<u>The New Day In and Day Out</u> - 78	<u>The Wishing Well</u> - 46
Primer		
Level IV	<u>The New Round About</u> - 195	<u>Anything Can Happen</u> - 32
Level V	<u>The New Down the River Road</u> - 55	
Level VI	<u>The New Friendly Village</u> - 396	<u>Neighbors on a Hill</u> - 124
Level VII	<u>The New Through the Green Gate</u> - 40	
Level VIII	<u>The New If I Were Going</u> - 545	<u>Five and a Half Club</u> - 114

TABLE V
SCOTT FORESMAN'S BASAL AND PRIMARY READERS

Level I	<u>We Read Pictures</u>
Pre reading	<u>We Read More Pictures</u> ✓✓
	<u>Before We Read</u>

Level II	<u>We Look and See</u> - 17	
Pre-Primer	<u>We Work and Play</u> - 20	
	<u>We Come and Go</u> - 21	Parallel Readers
Level III	<u>The New Fun with Dick and Jane</u> - 100	<u>Guess Who</u> - 0
Primer		
Level IV	<u>The New Our New Friends</u> - 177	<u>We Three</u> - 226
Level V	<u>The New Friends and Neighbors</u> - 177	Part I <u>What Next</u> - 444
Level VI	<u>The New More Friends and Neighbors</u> - 315	Part II <u>What Next</u> - 444
Level VII	<u>The New Streets and Roads</u> - 401	Part I <u>Tall Tales</u> - 549
Level VIII	<u>The New More Streets and Roads</u> - 498	Part II <u>Tall Tales</u> - 549

It is very important to study the basic methods of these two series of books before considering transferring a child from one series to another. Children making satisfactory progress in reading should be moved from one series to the other only at the end of Level IV and VI. It seems advisable when possible to keep each child in the same instructional series throughout his or her primary reading program.

The following is a list of the basal instructional material at each primary reading level:

Level I

Basal Book

Row, Peterson - Here We Go
Over the Wall

Scott Foresman - We Read More Pictures
We Read Pictures
The New Before We Read

The children who score above average on the readiness factors that are used to evaluate their maturity should begin their work at Level II or the Pre-Primer Level. The children that score average or below average should begin their readiness program in the Here We Go book or the first eleven pages of the Before We Read book. These books are diagnostic reading readiness books and may be used by the teacher to determine if the child needs extended work in the readiness program. Over The Wall or We Read More Pictures and We Read Pictures are to be used by children that need this further work in reading readiness.

Supplementary materials

Tests - These tests along with the teacher's evaluation may be used diagnostically and to determine the child's readiness for the next reading level.

Readiness Test - for use with Over The Wall

Readiness Test - for use with Before We Read

Picture Cards - for use with Here We Go and Over The Wall

Text Films - for use with Here We Go and Over The Wall, titled I Live In The City, I Live In The Country, Tell Another Story, Away We Go and Animals To Know.

Level II

Basal Book

Row, Peterson - Skip Along is the first Pre-Primer book in the Row Peterson Series. It introduces a total of 19 words. Under The Sky is the second Pre-Primer, it introduces a total of 26 new words. Open The Door is the third Pre-Primer; it introduces a total of 21 new words.

Scott Foresman - We Look And See is the first Pre-Primer book in the Scott Foresman Series. It introduces a total of 17 words.

We Work And Play is the second Pre-Primer; It introduces

a total of 20 new words. We Come and Go is the third Pre-Primer. It introduces a total of 21 new words.

Supplementary Materials

Work Books

Row, Peterson - one to accompany the three Pre-Primer books.

Scott Foresman - to accompany the three Pre-Primer books.

Row, Peterson - a Vocabulary Pre-Primer Work-book to be used in conjunction with the Pre-Primer work books for immature groups only.

Parallel Books

Row, Peterson - High On A Hill is a parallel Pre-Primer to be used after the child has completed Open The Door. It introduced a total of 11 new words.

Scott Foresman - Guess Who is a Junior Primer. It is to be used after the child has completed We Come And Go. It does not introduce any new words but reteaches the 58 words taught in the Pre-Primer Program. It is for use by the below average group of children.

Tests

Row, Peterson - Achievement test to be used after Open The Door to assist teachers in determining child's readiness for next level, and for diagnostic purposes.

Scott Foresman - Achievement test to be used after We Come And Go to assist teacher in determining child's readiness for next level, and for diagnostic purposes.

Picture Cards

Row, Peterson - Big pictures to be used with Skip Along. Rebus,

word, phrase and sentence cards.

Scott Foresman - The new our bigbook duplicates the first six stories of We Look And See. Speech improvement cards for improving speech in young children. The new unit card set for presenting vocabulary and developing reading skills.

Text Films

Row, Peterson - Text-films are to accompany each of the Pre-Primers by title.

Scott Foresman - The Filmstrips for practice in phonetic skills. Numbers I and II.

Poetry

Row, Peterson - Let's Read Together Poems. Simple choral reading for use at this level.

Scott Foresman - Time for Poetry a teacher's anthology, especially designed to accompany the new basic reader.

Poetry Time - an album of three records on which May Hill Arbuthnot presents to children her own interpretation of many poems found in Time For Poetry.

Level III

Basal Books

Row, Peterson - The New Day In And Day Out. Primer to be taught following Open The Door or the parallel Pre-Primer High On A Hill. This book introduces a total of 78 new words.

Scott Foresman - The New Fun With Dick And Jane, primer book to be

taught following The New We Come And Go. This book introduces a total of 100 new words.

Supplementary Materials

Workbooks

Row, Peterson - workbook to accompany The New Day In and Day Out.

An additional vocabulary workbook is available for immature groups only.

Scott Foresman - Think And Do Workbook to accompany the New Fun With Dick And Jane.

Parallel Books

Row, Peterson - The New Wishing Well. A primer to be read by the child following the New Day In And Day Out. It introduces a total of 46 words. These new words are introduced to give the child an opportunity to put into use the skills learned at the preceding levels.

Scott Foresman - Guess Who is a junior primer and should be taught before the primer level.

Tests

Row, Peterson - an achievement test to be used after the completion of The New Day In And Day Out to assist the teacher in determining the child's readiness for the next level, and it also may be used for diagnostic purposes.

Text Films

Row, Peterson - Text-films to accompany The New Day In And Day Out.

Scott Foresman - The filmstrip for Practice in Phonetic Skills. Number III.

Row, Peterson - one to accompany The New Round About. An additional Vocabulary workbook to be used in conjunction with The New Round About workbook for immature groups only.

Scott Foresman - One to accompany The New Our New Friends.

Parallel Books

Row, Peterson - The New Anything Can Happen to be read by the child independently following The New Round About. It introduces a total of 32 new words. These new words are introduced to give the child an opportunity to put into use the skill learned at the preceeding levels.

Scott Foresman - We Three, this book follows The New Our New Friends. This book should be read independently by the child. Part one and part two of this book introduces a total of 226 new words. This provides the child with an opportunity to apply the word preception skills that have been taught in the preceding levels.

Tests

Row, Peterson - An achievement test to be used after The New Round About to assist the teacher in determining the child's readiness for the next level, and it also may be used for diagnostic purposes.

Scott Foresman - An achievement test to be used after The New Our New Friends to assist the teacher in determining the child's readiness for the next level and it also may be used for diagnostic purposes.

Word Cards

Row, Peterson - Word Cards for use with The New Round About.

Scott Foresman - Speech improvement cards for improving speech in young children - set c

Text Films

Row, Peterson - Filmstrips to accompany The New Round About.

Scott, Foresman " for practice in phonetic skills. Newbury IV

Poetry

Row, Peterson - Let's Read Together Poems - Simple choral reading for use at this level.

Scott Foresman - Time For Poetry. A teacher's anthology designed to especially accompany the New basic reader The New Our New Friends.

Poetry Time, an album of three records on which May Hill Arbuthnot presents to children her own interpretation of many poems found in Time For Poetry.

Level V

Basal Books

Row, Peterson - The New Down The River Road. This book is to be taught following The New Round About. It is a readiness book that reinforces skill and words already introduced. It introduces a total of 55 new words.

Scott Foresman - The New Friends And Neighbors. This book is to be taught following The New Our New Friends. It introduces a total of 229 new words.

Word Cards

Row, Peterson - Word Cards for use with The New Round About.

Scott Foresman - Speech improvement cards for improving speech in young children - set c

Text Films

Row, Peterson - Filmstrips to accompany The New Round About.

Scott, Foresman - " for practice in phonetic skills - Number IV "

Poetry

Row, Peterson - Let's Read Together Poems - Simple choral reading for use at this level.

Scott Foresman - Time For Poetry. A teacher's anthology designed to especially accompany the New basic reader The New Our New Friends.

Poetry Time, an album of three records on which May Hill Arbuthnot presents to children her own interpretation of many poems found in Time For Poetry.

Level V

Basal Books

Row, Peterson - The New Down The River Road. This book is to be taught following The New Round About. It is a readiness book that reinforces skill and words already introduced. It introduces a total of 55 new words.

Scott Foresman - The New Friends And Neighbors. This book is to be taught following The New Our New Friends. It introduces a total of 229 new words.

Supplementary Materials

Workbooks

Row, Peterson - To accompany Down The River Road.

Scott Foresman - To accompany The New Friends And Neighbors.

Parallel Books

Scott Foresman - What Next, Part I. To be read by the Child independently after the completion of The New Friends And Neighbors. Part one and part two introduces a total of 444 new words. These new words provide the child with an opportunity to apply the word preception skills that have been taught in the preceding levels.

Tests - These tests are achievement tests that may assist the teacher in determining the child's readiness for the next level and also for diagnostic purposes.

Row, Peterson - Does not have an achievement test for this level, but the teacher may use the test in the workbook.

Scott Foresman - An achievement test to be used after The New More Friends And Neighbors.

Word Cards

Scott Foresman - The speech improvement cards.

Text Films

Row, Peterson - For use with Down The River Road.

- Nos. 1. Learning to use pictures clues; developing ideas from picture clues, learning to use context clues, initial consonant sounds.
2. Initial consonant sounds
3. Initial consonant sounds and other word beginnings;

- final sounds.
4. Initial and final sounds.
 5. Phonetic parts.

Poetry

Row, Peterson - Let's Read Together Poems. Simple choral reading for use at this level.

Scott Foresman - Time For Poetry, a teacher's anthology, especially designed to accompany the new basic reader The New Friends And Neighbors.

Poetry Time - An album of three records on which May Hill Arbuthnot presents to children her own interpretation of many poems found in Time For Poetry.

Level VI

Basal Books

Row, Peterson - The New Friendly Village. This book is to be taught following The New Down The River Road. It introduces a total of 396 new words.

Scott Foresman - The New More Friends And Neighbors. This book is to be taught following The New Friends And Neighbors. It introduces a total of 315 new words.

Supplementary Materials

Workbooks

Row, Peterson - To accompany The New Friendly Village.

Scott Foresman - To accompany The New More Friends And Neighbors.

Parallel Books

Row, Peterson - Neighbors On A Hill. This book is to be read in-

dependently after the child has completed The New Friendly Village. It introduces a total of 124 new words.

Scott Foresman - What Next, Part II. Part II of this book is to be read independently by the child after the completion of The New More Friends And Neighbors. It introduces in Part I and Part II 444 new words. These new words provide the child with an opportunity to apply the word perception skills that have been taught in the preceding levels.

Tests - These tests are achievement tests that may assist the teacher in determining the child's readiness for the next level and also for diagnostic purposes.

Row, Peterson - An achievement test to be used after The New Friendly Village.

Scott Foresman - An achievement test to be used after The New More Friends And Neighbors.

Word Cards

Row, Peterson - Sight word cards for use with The New Friendly Village.

Scott Foresman - The speech improvement cards.

Text Films

Row, Peterson - To accompany The New Friendly Village. In The Mountain, On The Great Plains, Navaho Indians, On The Sandy Shore, A Summer In The South.

Poetry

Row, Peterson - Let's Read Together Poems. Simple choral reading

for use at this level.

Scott Foresman - Time For Poetry - a teacher's anthology, especially designed to accompany The New More Friends And Neighbors.

Poetry Time - an album of three records on which May Hill Arbuthnot presents to children her own interpretation of many poems found in Time For Poetry.

Level VII

Basal Books

Row, Peterson - The New Through The Green Gate. This book is to be taught following The New Friendly Village. It is a readiness book that reviews and reinforces skills and reteaches words already introduced. It introduces a total of 45 new words.

Scott Foresman - The New Streets And Roads. This book is taught following The New More Friends And Neighbors. It introduces a total of 401 new words.

Supplementary Materials

Work Books

Row, Peterson - one to accompany The New Through The Green Gate.

Scott Foresman - one to accompany The New Streets And Roads.

Parallel Books

Scott Foresman - Tall Tales Part I. This book is to be read independently by the child after the completion of The New Streets And Roads. It introduces in Part I and Part II a total of 549 new words. These new words

provide the child with an opportunity to apply the word perception skills that have been taught in the preceding levels.

Tests - These tests are achievement test that may assist the teacher in determining the child's reading for the next level and also for diagnostic purposes.

Row, Peterson - Does not have an achievement test for this level, but the teacher may use test in the workbook.

Scott Foresman - An achievement test to be used after The New Streets And Roads.

Text Films

Row, Peterson - To accompany The New Through The Green Gate.

No. 1. Initial consonant blends.

No. 2. Initial consonant blends and other work beginnings; final sounds; soft C and G sounds plurals of word endings in F or Fe.

No. 3. Vowel Sounds.

Poetry

Row, Peterson - Let's Read Together Poems Book III. Simple choral reading for use at this level.

Scott Foresman - Time For Poetry - A teacher's anthology, especially designed to accompany The New Streets And Roads.

Poetry Time. An album of three records on which May Hill Arbuthnot presents to children her own interpretation of many poems found in Time for Poetry.

Level VIII.

Basal Books

Row, Peterson - The New If I Were Going. This book is to be taught following The New Through The Green Gate. It introduces a total of 545 new words.

Scott Foresman - The New More Streets And Roads. This book is to be taught following The New Streets And Roads. It introduces a total of 498 new words.

Supplementary Materials

Workbooks

Row, Peterson - To accompany The New If I Were Going.

Scott Foresman - To accompany The New More Streets And Roads.

Parallel Books

Row, Peterson - Five-And-A-Half-Club - This book is to be read independently by the child after the completion of The New If I Were Going. It introduces a total of 114 new words.

Scott Foresman - Tall Tales Part II. This book is to be read independently by the child after the completion of The New More Streets And Roads. It introduces a total of 549 new words in Part I and Part II.

Test

Row, Peterson - An achievement test to be used after The New If I Were Going to assist the teacher in determining the child's readiness for the next level and also for diagnostic purposes.

Scott Foresman - An achievement test to be used after The New More Streets And Roads to assist the teacher in deter-

Row, Peterson - The New If I Were Going. This book is to be taught following The New Through The Green Gate. It introduces a total of 545 new words.

Scott Foresman - The New More Streets And Roads. This book is to be taught following The New Streets And Roads. It introduces a total of 498 new words.

Supplementary Materials

Workbooks

Row, Peterson - To accompany The New If I Were Going.

Scott Foresman - To accompany The New More Streets And Roads.

Parallel Books

Row, Peterson - Five-And-A-Half-Club - This book is to be read independently by the child after the completion of The New If I Were Going. It introduces a total of 114 new words.

Scott Foresman - Tall Tales Part II. This book is to be read independently by the child after the completion of The New More Streets And Roads. It introduces a total of 549 new words in Part I and Part II.

Test

Row, Peterson - An achievement test to be used after The New If I Were Going to assist the teacher in determining the, child's readiness for the next level and also for diagnostic purposes.

Scott Foresman - An achievement test to be used after The New More Streets And Roads to assist the teacher in deter-

mining the child's readiness for the next level and also for diagnostic purposes.

Word Cards

Row, Peterson - 72 sight vocabulary word cards to be used with The New If I Were Going.

Text Films

Row, Peterson - To accompany The New If I Were Going.

- No. I - If I Were Going to England
- No. II - If I Were Going to France
- No. III - If I Were Going to North Africa
- No. IV - If I Were Going to Norway
- No. V - If I Were Going to Spain

Poetry

Row, Peterson - Let's Read Together Poems Book III - Simple choral reading for use at this level.

Scott Foresman - Time For Poetry - a teacher's anthology especially designed to accompany The New More Streets and Roads. Poetry Time - an album of three records which May Hill Arbuthnot presents to children her own interpretation of many poems found in Time For Poetry.

Songs

Row, Peterson - Songs and Dances to accompany The New If I Were Going.

Conclusion -

INTERPRETATION OF ABBREVIATIONS USES IN TABLE I, PAGES 5-6-7

P M A - Primary mental abilities test. SRA

V - Verbal-meaning ability

P - Perceptual-speed ability

Q - Quantitative ability

M O - Motor ability

S - Space ability

D. R. - Definitely ready to read

P. R. - Probably ready to read

P. N. R. - Probably not ready to read

D. N. R. - Definitely not ready to read